



Art & Design

Intent

At Chew Stoke Church school, we have an Art and Design curriculum that incorporates the skills and knowledge that pupils need to be able to creatively express themselves, harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived globally. Children are engaged and inspired by this balance of freedom of expression and existing artwork which, in turn, helps to develop the whole child and is inclusive of all pupils.

Implementation

Art and design is taught within our cross curricular topics giving pupils the opportunity to develop proficiency in drawing, painting, sculpture and other art and craft techniques. Pupils explore ideas, develop techniques and produce creative Arts and Craft work using a range of media. They develop the skills to analyse and evaluate their own and other's work. Through our Art topics pupils explore the work of famous artists, craftsmen and designers and learn to appreciate how art is created and presented in different cultures. Through links to our History curriculum pupils begin to gain an understanding of the Historical importance of Art.

Impact

Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within the strands of Art and Design. Subsequently, more children will achieve age related expectations in Art at the end of their cohort year and Key Stage. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means. At Chew Stoke Church School, we are able to measure the impact that Art and Design has had for all children by:

- Determining the extent to which objectives are met within each lesson and overall, at the end of each unit.
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

By the time children leave Chew Stoke Church School, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.

Progression of skills within Art & Design

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Develop ideas	Respond to ideas and starting points Explore different methods as ideas develop	Explore ideas and collect visual information Explore different methods and materials as ideas develop	To develop ideas from starting points throughout the curriculum Adapt and refine ideas as they progress Comment on artworks using visual language	Collect information, sketches and resources to enhance own ideas Explore ideas in a variety of ways Comment on artwork with a developing grasp of visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources to inspire Use the qualities of materials to enhance ideas Comment on artwork with a grasp of visual language	Collect information, sketches and resources and present ideas imaginatively in a sketchbook Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language
	Painting	Use thick and thin brushes Mix primary colours to make secondary colours	Add white to colours to make tints and black to make tones Create colour wheels	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively	Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create interesting pieces	Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists
	Collage	Use a combination of materials that are cut, torn and glued	Sort and arrange own materials Mix materials to create texture	Select and arrange materials for a striking effect Ensure work is precise Use mosaics	Mix textures (rough and smooth, plain and patterned) Ensure work is precise	Mix textures (rough and smooth, plain and patterned) Use tessellation and montage	Combine visual and tactile qualities Use ceramic mosaic materials and techniques
	Sculpture	Use a combination of shapes Include lines and texture Use techniques such as rolling and moulding	Use rolled up paper, straws, paper, card and clay as materials Use techniques such as cutting and carving	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)	Include texture that conveys feelings or movement Use clay and other mouldable materials, using coiling and overlapping techniques Add materials to provide interesting detail	Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern	Combine visual and tactile qualities Use frameworks (such as wire moulds) to provide stability and form with Modroc

Drawing	Draw lines of different sizes and thickness Colour neatly following the lines	Show pattern and texture by adding dots and lines Use charcoal to shade and contrast Show different tones by using coloured pencils	Use different grades of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas	Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection	Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement Add 3D representations
Printing	Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers)	Use objects to create prints (e.g. fruits, vegetables, string or sponges) Press, roll, rub and stamp to make prints	Use layers of two or more colours. Replicate patterns observed in natural or built environments	Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns	Build up layers of colours Create an accurate pattern showing fine detail	Use a range of visual elements to reflect the purpose of the work
Textiles	Use weaving to create a pattern Join materials using glue and/or a stitch	Use plaiting Use dip dye techniques	Shape and stitch materials Use basic cross stitch and backstitch	Colour fabric Create weavings	Quilt, pad and gather fabric Show precision in techniques Choose from a range of stitching techniques	Combine previously learned techniques to create pieces
Digital media	Use a wide range of tools to create different textures and lines	Use a wide range of tools to create tones, colours and shapes	Create images and explain why they were created	Create videos and sound recordings and explain why they were created	Enhance digital media by editing (including sound and video)	Enhance digital media by editing (including animation, still images and installations)
Evaluate	Say what they like and dislike about a piece of artwork	Evaluate classmates' artwork with basic justifications	Evaluate classmates' artwork with clear justifications, understanding that opinions might differ	Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork focusing on all KS2 artwork elements Clear justifications based on if the artwork is effective or not, and why

Progression of Knowledge within Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Describe the work of notable artists, artisans and designers	Use some of the ideas of artists studied to create own pieces	Replicate some of the techniques used by notable artists, artisans and designers	Create original pieces that are influenced by studies of others.	Give details (including own sketches) about the style of some artists, artisans and designers Show how the work of those studied was influential in both society and to other artists	Create original pieces that show a range of influences and styles Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods

Art - Class Curriculum Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

	Cycle	Autumn	Spring	Summer
Owl Class	A	Sculpture/3D and drawing Drawing self-portraits - using colour and texture - outline and characteristics Charcoal - mark making and self-portraits - Sculpting self-portrait figures - foil, mod rock, papier mache Alberto Giacometti	Drawing and Printmaking Drawing - rubbings of tyres Huge collaborative drawing with cars dipped in paint Printmaking - foam relief prints, plasticine prints and collographs of / transport	Drawing and watercolour spirals / Drawing/ painting spiral snails - Wassily Kandinsky, Matisse, Hunterwasser Nature art - Andy Goldsworthy
	B	Drawing and collage Wax resist autumn leaves and squiggle drawing Drawing with scissors - Matisse plant-based collages	Drawing and 3D/ textiles Drawing toys as still-life Tirzah Garwood, Julie Arkell, Ulla Wikander (textile covered objects) /Animal Masks	Drawing/ Painting/ 3D Print with vegetables and fruit Life drawing of food/ meal - Frida Kahlo Claes Oldenberg-inspired papier mache food - Communal picnic drawing
Kingfisher Class	A	Drawing - 3D Drawing - Stone Age Art. Draw like a cave man Dress up as fossils	Drawing Collage/ Painting Inspired by Rousseau, Miro, Matisse Collage of world map - create patterned	Drawing and Textiles - Drawing plants and flowers from life Textiles - design and make a floral textile clothing - studying floral textile designers and painters including Georgia O'Keeffe,

		3-D/ Ceramics - coil and pinch pots with Stone Age patterns, Stone Age patterned clay toys	papers suitable for this with texture and painted mark-making	Gustave Klimt, Matisse, Orla Keily, Angie Lewin, Marimekko or Weaving - leaf/flower/tree
	B	Drawing /animation- Illustrated stories Making drawings move - animation Finger puppets related to story/ history	Drawing- mark-making, printmaking, 3D art Printmaking - images of c17 London houses 3D sculptures/ pop-ups of London houses using prints and collage	Drawing Printing/Collage Mark making with seasonal materials Plant rubbings into paintings Matisse collages Flower prints
Woodpecker Class	A	3D sculpture/ ceramics - sarcophagi, mummified cats, Egyptian headdresses Typography and hieroglyphics - relate to Egypt and modern art- eg. Jasper Johns	Textiles: block printing - Ghanaian kente cloth, weaving. Pattern/ colour study Drawing - African wildlife, mask-making	Painting and drawing - maps, stamps and travel posters of the UK - Frank Newbould, Hennie Haworth, Mark Powell
	B	Drawing / Mark making / 3D drawing: architecture, pillars, pop-up Roman arenas, Roman numerals, drawing costumes, textiles, making Roman jewellery	Textiles - printing - Ghanaian Kente cloths, weaving Colour, pattern	3D visual mapmaking inspired by Extreme Planet Sculpture, colour mixing Frank Bowling, Anish Kapoor, Rob Kessler, Yellana James, Dale Chihuly
Fox Class	A	Drawing and sculpture (Anglo-Saxons): sketches of artefacts; design and create A-S brooch using scratch art; clay (crosses and beads) Painting and collage (Vikings) Water – Maggie Hambling; Viking ships on water; Viking brooches - drawing with 3D materials	Painting and pattern: Incan weaving - pattern and colour; Beatriz Milhazes (Brazilian artist) paintings and constructions; Friedrich Hundertwasser (Austrian artist – science – environmental protection); Klari Reis petri dish paintings (science)	3D art: Papier mache Greek theatre masks; Quick clay figurative sketches
	B	Textiles: Space/Circles: Yayoi Kusama, embroidered / appliqued solar system, Textiles: Sonya Delauney (circles)	Drawing and printmaking: Cubism - Joan Miro; Cubism-inspired still life; monoprinting over washes interpreting Chagall	3D art: Sumer – clay tablets / seals / plaques (clay tiles); beads; mosaics Indus Valley – sculptures, seals (clay tiles), figures
Badger Class	A	Drawing and painting - WW2 and portraits/self-portraits -Christopher Nevinson, Paul Nash, Eric Ravillious, Edward Ardizzone, Ethel Gabain evacuees, Laura Knight, Grace Cossington Smith, Lucien Freud	Painting and Printmaking - inspired by Explosive Earth - Hokusai, Maggie Hambling, Margaret Godfrey	Drawing and ceramic tiles - 3D - inspired by Mayan glyphs Re-interpreting the magical world of Edward James as inspiration for creating a constructed landscape in the jungle
	B	Collage and Textiles - Quilts - Faith Ringold, Quilters of Gee's Bend	Link to topic: Our Changing World - Climates Land Sculpture, Landscape painting, Street	Drawing, Printing and Sculpture - monoprints, collagraph and sculpture

		<p>Lubaina Himid - migrations, textile/ texture 'Sweet Clara and the Freedom Quilt'</p>	<p>Art: Andy Goldsworthy, Tara Davidson, Jo Alward (walk boxes), Richard Long, Richard Diebenkorn, Heather Collins - also including street artists who represent environmental issues - Ernest Zacharevic, Banksy etc. Landscape painting (PlanBee A Sense of Place); Dioramas with moving parts (chosen habitat)</p>	<p>inspired by Benin bronzes</p>
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